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ABSTRACT

This secondary unit of instruction on following instructions is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual; (4) pre/post tests and quizzes; and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

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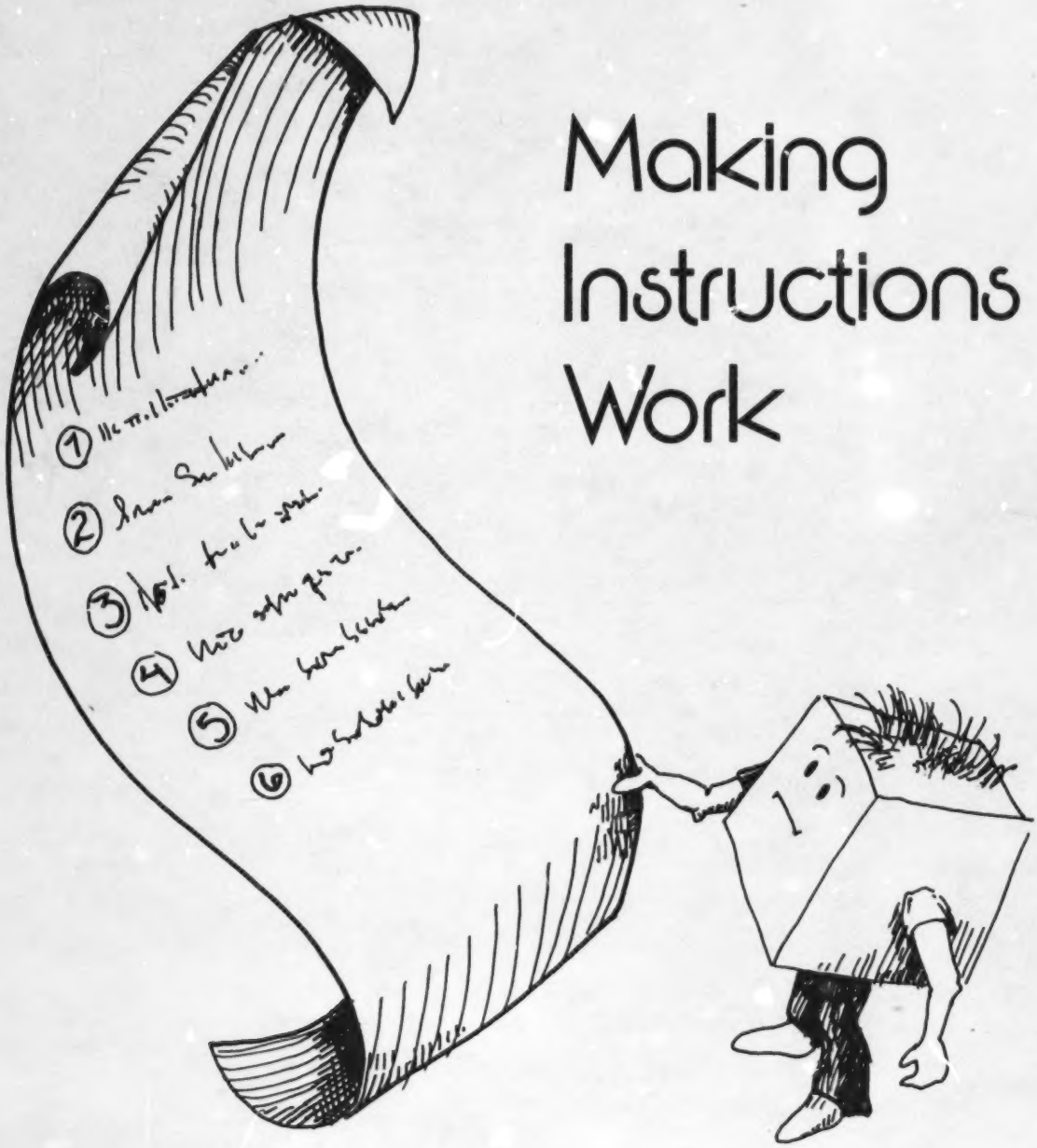
# Making Instructions Work



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COMMON CORE UNITS IN BUSINESS EDUCATION

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# MAKING INSTRUCTIONS WORK

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# MAKING INSTRUCTIONS WORK

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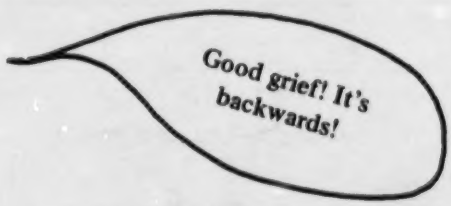
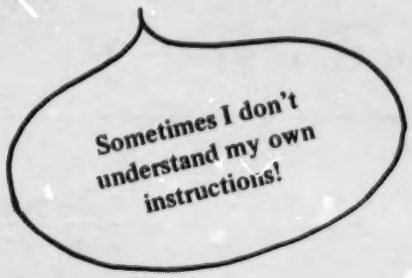
# GETTING STARTED

## Why Bother?

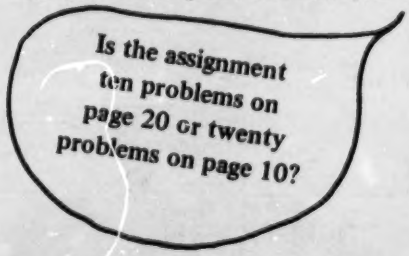
*Following and giving instructions accurately can help you save time, money and frustration.* How often have you wished you had read or listened to instructions more carefully? Have you ever had to redo or garbage a project because you didn't follow instructions?



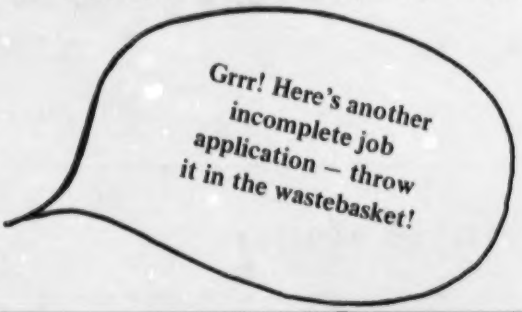

*Following and giving instructions accurately can help you improve your relationships with other people.* Can others depend on you to follow instructions correctly? When you give instructions, are they complete and easy to understand?




*Following and giving instructions accurately can help you earn better grades in school.* Have you ever received a low grade because you didn't bother listening to or writing down instructions? Have you ever been embarassed because you were the only person in the whole class who didn't follow instructions?



*Following and giving instructions accurately can help you get a job, keep a job and, perhaps, earn a promotion.* Do you know that businesses lose thousands of dollars each year because employees do not follow instructions? The difference between being hired, fired, or getting a promotion may depend on your ability to give and follow instructions.




## Activity 1

**Turn to page 1 in your Working Papers. Carefully follow the instructions for Activity 1. After you have completed the activity, return to this page.**

➡ An important rule to remember when you are working with instructions is—

"STAY WITH A JOB UNTIL IT IS FINISHED.
DON'T GIVE UP!"

## Where Are You Going?

This unit includes:

- basic rules for following and giving oral and written instructions,
- several activities to help you practice and improve your ability to work with instructions,
- some helpful hints to make living with instructions easier, and
- a self-check to help you get ready for the post-test.



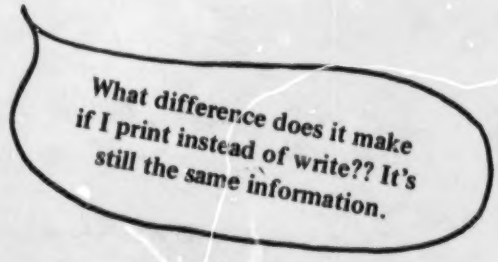
DECIDE NOW THAT YOU WILL BECOME AN INSTRUCTIONS EXPERT!

# FOLLOWING INSTRUCTIONS

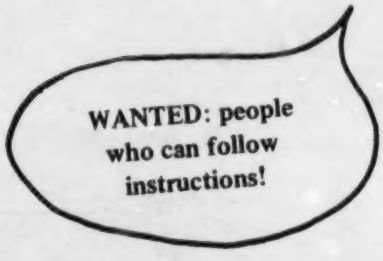
## Read and Listen

*Train yourself to read and/or listen to all instructions before you begin an activity.* Following this rule can give you a complete picture of a task. It may save you the agony of discovering too late that one of the first instructions is changed by another instruction.

After you have read or listened to instructions, *double check each detail before you begin work*. Instructions on a form may ask you to "Please print or type." A similar form from another company may ask you to "Complete in your own handwriting."




Question: What do you think might happen if you type information on a job application that has the following statement at the top: "This form should be filled out in ink and applicant's own handwriting" ? (An applicant is a person who is looking for a job.)




Answer: The employer may be impressed with your neat typing, but your application is PROOF that you don't follow instructions!

CAN YOU FOLLOW INSTRUCTIONS? Activity 2 will help you measure your present ability to work with written instructions.

## Activity 2

Read all instructions before you begin. Double check each detail as you work. The instructions for this activity are below. Make no marks on these instructions. Use the lined Activity 2 Worksheet in your Working Papers. YOU MAY FIND THIS ACTIVITY CONFUSING. DON'T GIVE UP !!

Do your work in ink. *Any* mistake or correction is an error. Work carefully. All measures are approximate – you do not need a ruler. Try to complete the following thirteen instructions within fifteen minutes. GOOD LUCK!

1. Print your complete name, last name first, on the second *line* of your paper. Begin about one inch from the left edge.

2. Write your birthdate on the fifth line, one inch from the left edge. Use only figures.

3. Write your Social Security number on the same line as your birthdate. Leave approximately three inches between the two groups of numbers.

   If you have a Social Security number, but do not have it with you, print the word *unknown* where the Social Security number belongs. Put parenthesis around it.

   If you have never had a Social Security number, ask your teacher for an application. Write the word *applied* and today's date where the Social Security number belongs.

4. Total all the numbers in your birthdate by adding in a single column.

   Example: 2/12/41 =

   | | |
   |---|---|
   | | 2 |
   | | 1 |
   | Write your answer in the | 2 |
   | middle of the last line | 4 |
   | on your answer sheet. | 1 |
   | | 10 |

5. Circle your answer in instruction no. 4.

6. On the tenth line, two inches from the left edge, print in capitals the first ten letters of the alphabet in reverse order. (ABC would be CBA.)

MORE INSTRUCTIONS ON THE NEXT PAGE

7. On the fifteenth line, beginning about one inch from the left edge, *write:* It is of vital importance that instructions be read and listened to carefully. (You may use all of line 15 and part of line 16 if necessary.)

8. Underline each word separately in your answer to instruction no. 1.

9. Ignore instructions no. 4 and 5. Draw a triangle where the answer to no. 4 would have been written.

10. On the twentieth line, print the first and last name (in that order) of the person sitting nearest to you. End your printing as close to the right edge of the paper as possible.

11. Fold your answer sheet lengthwise – answers to the inside.

12. Do not follow instructions no. 10. Instead unfold your paper and draw a line on the twentieth line. Begin the line at the middle of the page and end about one-half inch from the right edge of the paper. Print the word *signature* directly underneath the line.

13. Sign your name and today's date on the twenty-fifth line. Begin writing at the middle of the line.

HOORAY, YOU MADE IT!!

READY TO CHECK YOUR WORK? Compare your answer sheet to the answer key for Activity 2 in the back pages of this unit. Do not change any of your answers. To score your work, use Activity 2 Self-Evaluation Sheet in your Working Papers.

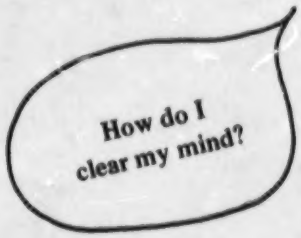
→ Were the instructions in Activity 2 confusing? If so, why?

Did you find you had to do more than just read?

Sometimes people do not remember what they read (or hear). For more help when you are trying to follow instructions, turn the page.

# Concentrate

*Following instructions requires you to clear your mind. You must center all your thoughts on the task to be done.*



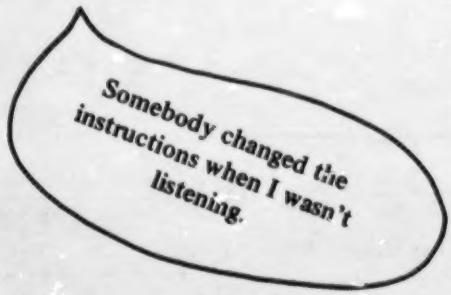

There are several ways to empty distracting thoughts from your mind. Here are some suggestions.

- Make a quick, brief list of everything in your mind. Then set the list aside. Remind yourself that you can put those items in your mind later. Quickly begin to concentrate on the job to be done.

- Set aside a certain time, such as five minutes each hour, to daydream or think about other matters. Stick to your schedule.

- Imagine a box or a shelf where you put all the thoughts that interfere with your ability to concentrate. Insist that those thoughts stay on the shelf or in the box until your work is finished.

Now that your mind is clear, focus your attention on the instructions. Listen and read for meaning. Ask yourself, "What are these words telling me to do?" Beware the common pitfall of thinking you know and understand the instructions before they are given.



Ready for some practice? In Activity 3, you will work with oral instructions. Remember, listen to all instructions carefully before you begin the activity. Clear your mind and concentrate on the instructions. Be careful not to jump to conclusions about what you are expected to do.

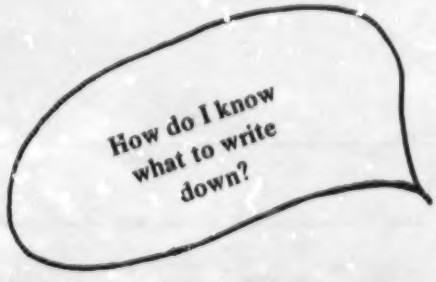
## Activity 3

**For this activity you will need a cassette tape player and the cassette tape for Making Instructions Work, Activity 3. Do your work on the Activity 3 page in your Working Papers.**

➡ Were you able to follow the taped instructions correctly? Did you discover that listening to all the instructions and concentrating on the words were not enough? For more help when you are trying to follow instructions, continue reading.

## Take Notes

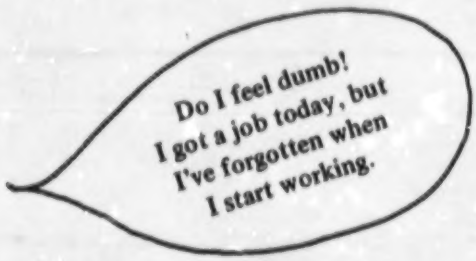
*When you are listening to or reading instructions, make notes about important details, such as dates, amounts, measurements, numbers, and addresses.* Careful notetaking will save you time and embarassment. None of us like to admit we forgot or incorrectly remembered important information.



If you are working with written instructions that can be read whenever you want, you can simply underline important details on *your* copy of the instructions.

When the instructions are part of a large book or kept in a file, save time by making brief notes of the information you use frequently. If you are asked to make travel arrangements often, keep the name and telephone number of the travel agency or airline handy. Your notes will save you several "trips" through the telephone directory. They will also help you be more businesslike.

Notetaking is extremely important when the instructions are oral. *Don't trust your memory!* It may be excellent but it can make mistakes.




To take notes, you must be prepared. Keep a note pad and pencil where you can find them quickly. *Write down information that answers the questions who? what? where? when? why? how much? and how many?*

Be certain your notes are correct. Repeat aloud instructions that include numbers or complicated information. If you have questions, ask them. Just be sure the questions are necessary and not the result of poor listening habits. In some instances when you are given instructions, the information will not be available to you again. Your notes must be accurate!

Time for some practice!

## Activity 4

**Turn to Activity 4 in your Working Papers. Complete the activity using all the rules you have learned about following instructions.**

➟ Did you underline or make notes to help you follow the instructions in Activity 4? If your answer is yes, the instructions probably became much easier to manage! For example, if you made some brief notes about the billing date procedure, you were able to enter the dates without rechecking the instructions. *Make notes whenever they will save you time and frustration!*

Coming up is another chance to practice your notetaking. In Activity 5 you will use the Working Paper you developed for Activity 4. Be sure you have corrected any errors before you continue. This time you will be working with oral instructions. Have fun!

## Activity 5

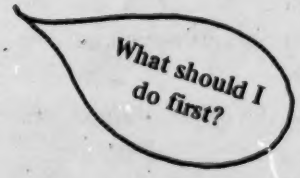
**For this activity you will need a cassette tape player and the cassette tape for Making Instructions Work, Activity 5. You will need the Working Papers for Activity 4 and 5.**

➟ Did you find Activity 5 easy or difficult? Your answer may depend on how well you concentrated and/or the kind of notes you made. It may also depend on how you organized your work after you listened to the instructions. You are wise to spend a few minutes planning an efficient way to do your work.

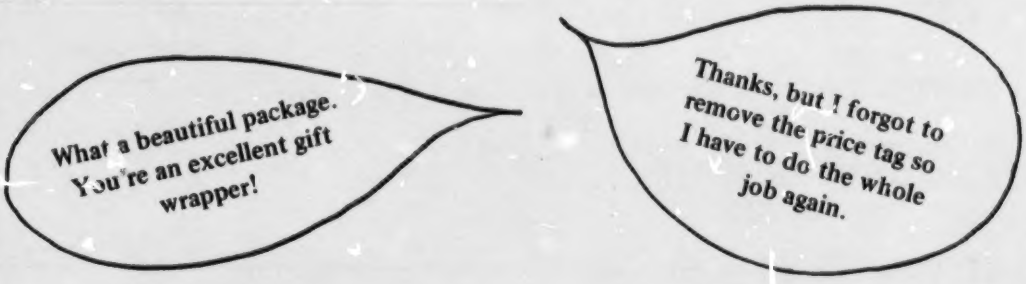
## Organize

*Organize the instructions in your mind.*

To make your work acceptable, you will often be required to perform the parts of a task in a certain order.



In Activity 5, you had to change the account numbers before you could do any other part of the activity. If you made the changes first on your Activity 4 Working Paper, you most likely were able to follow the other instructions easily. When you are working with instructions, take time to organize. Think through a step-by-step plan before you begin. Write down the steps and recheck them. Be certain you have the instructions in a workable order and have not forgotten anything.

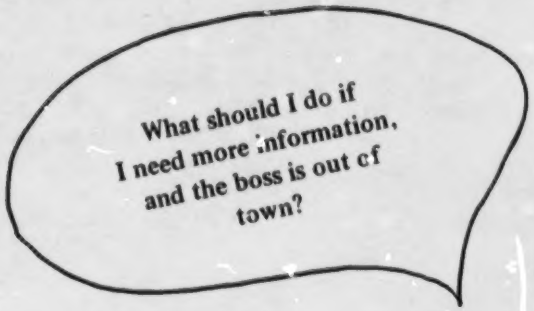

What a beautiful package. You're an excellent gift wrapper!
Thanks, but I forgot to remove the price tag so I have to do the whole job again.

Here's a chance to practice organizing instructions. Your own common sense will be your best helper.

## Activity 6

**Put on your thinking cap and turn to Activity 6 in your Working Papers.**

➡ Many times organizing instructions is simple and a matter of common sense. Incomplete or unclear instructions can complicate your job. Necessary details may be omitted accidentally or because the person giving the instructions assumes you know what must be done. Take time to be sure you have all the information you need. Ask questions!




What can you do if someone gives you incomplete instructions and is not available for questions? Before you scream or quit, the following people and places may be helpful to you:

- you and your good common sense
- other people in the office or business (Generally people are glad to help.)
- people in a related business or office
- directories (such as a telephone directory, zip code directory, etc.)
- reference and procedure manuals – many businesses have written step-by-step instructions for some of the tasks you may be required to do
- files of past correspondence and other information
- catalogs and price lists
- maps
- transportation schedules (airline, train, etc.)
- libraries
- Government offices – city, county, state, and Federal

Sometimes it is difficult to find the information you need. Do not give up, especially if the job is important and cannot be delayed.

BE RESOURCEFUL (able to meet and handle a problem).

## Activity 7

**For practice working with incomplete instructions, turn to Activity 7 in your Working Papers.**

➡ You are doing an excellent job of making instructions work for you! You are more than halfway through this unit. Activity 8 is a quick review before you begin "Giving Instructions."

YOU CAN REST AND RELAX FOR FIVE MINUTES!

## Activity 8

**Take time to review before you turn to Activity 8. Once you start, try to complete the Activity without looking back in the unit. GOOD LUCK AND HAVE FUN!**

# GIVING INSTRUCTIONS

## Use What You Already Know

When you give instructions to another person, many of the rules for following instructions will again be helpful.

- *think through* the *total task* carefully
- *concentrate on* the *important details*
- *make notes* or an outline to avoid giving incomplete instructions
- *organize* the instructions in a step-by-step order
- *use simple, easy to understand words* and be brief, whenever possible
- *put yourself in the other person's place* – could you follow your own instructions?

If your instructions are followed incorrectly, review the instructions. The mistake may be yours!

If you make a mistake, it's not the end of the world. You're human. Learn from the mistake and try again.

Activity 9 is a chance to practice giving instructions.

## Activity 9

**Turn to Activity 9 in your Working Papers. Use the rules for giving instructions.**

➡ When you are giving instructions, take time to plan. Do your instructions answer the questions –

WHO?
WHAT?
WHERE?
WHEN?
WHY?
HOW MUCH?
HOW MANY?

Some instructions do not require answers to all these questions. It is wise, though, to run through the checklist before you decide your instructions are ready for someone else to follow.

In Activity 10 you will have an opportunity to give instructions to another person. Use short sentences and action words like *draw*, *measure*, *print* whenever possible.

## Activity 10

Follow all instructions carefully.

1. Examine the diagram on the next page. If it has been used by several other students, ask your teacher for a different diagram. Please do not write on the diagram.
2. Think through how you will describe the diagram orally (aloud) so another person can accurately draw it without seeing it.
3. When you have developed a step-by-step plan, go over it again. Could you follow your own instructions?
4. Choose a partner who has not drawn the diagram you are using. If no one is free to work with you, ask your teacher for alternative instructions (details in the Teacher's Guide).
5. Tell your partner that it is extremely important your instructions be followed exactly. DO NOT LET YOUR PARTNER SEE OR STUDY THE DIAGRAM.
6. Give your partner a pencil, ruler, and your Working Paper for Activity 10. The empty space on the Working Paper is for your partner's drawing.
7. Sit so you and your partner cannot see each other's paper. Sit back to back or use a manila folder on a table between you. You may give the instructions as often as you choose. Your partner may ask questions.
8. When you feel you have carefully given all necessary instructions, compare the two diagrams. MAKE NO CHANGES. If the diagrams are similar, hooray! You did a good job of giving instructions. Your partner also did a good job of following instructions. If the diagrams are quite different, try to decide what caused the problem.
9. Ask your partner to answer the first four Activity Evaluation statements on the Working Paper.
10. Complete the five remaining Activity Evaluation statements.

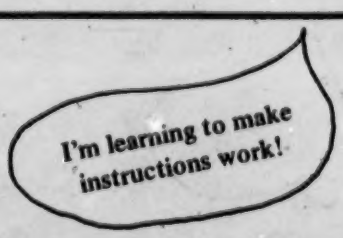
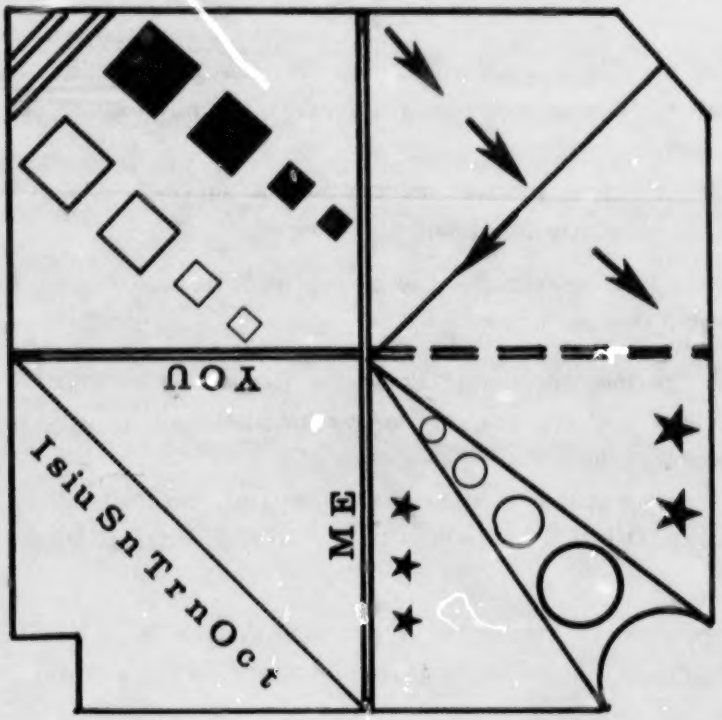


DIAGRAM FOR ACTIVITY 10



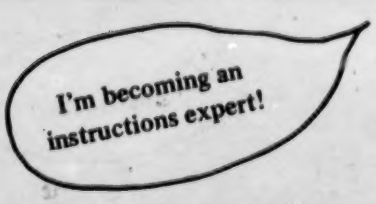

➡ WHAT DID YOU LEARN IN ACTIVITY 10 ABOUT YOUR ABILITY TO GIVE INSTRUCTIONS?

Did you plan the instructions in a step-by-step order?

Were your words simple and easy to understand?

Did you really concentrate on the task?

Did you think about the other person who was trying to follow the instructions?



# Stop! Take Time To Read--

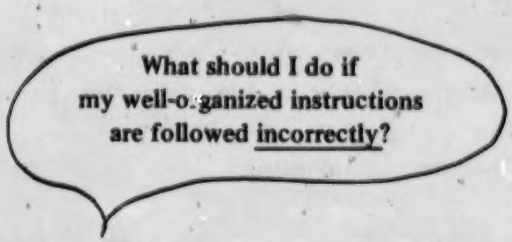
When you give instructions, it is often helpful to start with general instructions and then give specific details. The general instructions should give an overall picture of the job and also make it easier to understand the details.

For instance, general instructions for drawing the diagram in Activity 10 might be as follows:

"First, I want to give you a general idea of what the diagram looks like. Listen carefully. Take notes if they will help. Do not try to follow the instructions now. I will give you specific drawing instructions in a few minutes.

"The diagram is a four-inch square. Three corners of the square are incomplete. When you start drawing, I will give you the necessary details about the corners. The square is divided by straight lines into four equal sections. Each section has different items in it. One section has printed letters and words, another has circles and stars, a third section has arrows, and the fourth has several small squares.

"We will need to work together because the diagram is complicated. I will try to give clear, easy-to-follow instructions. Please ask questions when you do not understand."




Now you have a "working with people" problem. First, remember to double-check your instructions. The problem could be faulty, incomplete instructions.

Talk to the person who worked with the instructions. Be tactful and considerate. Do not make accusations. Try to discover what caused the problem. Review the instructions. Let the person know how important it is to complete the job correctly. Set a reasonable deadline for finishing the job. Then check occasionally with the instruction follower. Be sure the job is progressing correctly.

# How Do I Get To---?

Have you ever given instructions to a lost traveler? Did you wonder if the traveler reached the destination?

To be helpful when someone asks you for travel instructions:

- Take time to organize your thoughts. (Sound familiar?)
- Give general instructions.

  "It is in the center of town."
  "It is about two miles east of where you are now."
  "The instructions are rather complicated, but all your turns are going to be left turns."

- Give *complete* instructions, but avoid confusing the person with unnecessary details. A lost traveler wants simple instructions.
- Explain turns as *left* or *right* rather than east, west, etc., when possible. An exception is instructions for freeway travel.
- If you know two ways to reach a destination, give instructions for the most direct route even if it is a little longer. Don't waste time with complicated shortcuts.
- Always repeat oral instructions.

TIME TO PRACTICE AGAIN. YOU ARE ALMOST FINISHED. THREE CHEERS!

## Activity 11

**Turn to Activity 11 in your Working Papers. Have fun and don't get lost!**

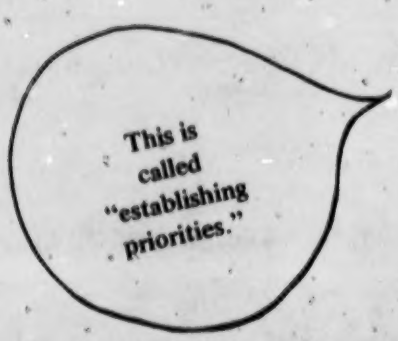
# MORE HELPFUL HINTS

TO MAKE INSTRUCTIONS WORK:

*Choose your words carefully.* Use words that say what you mean and are easy to understand. The following terms can help you make instructions work:

clockwise (moves in same direction as clock hands),
counterclockwise (moves in opposite direction of clock hands),
numerical order (1, 2, 3, 4, etc.),
alphabetical order (a, b, c, d, etc.), and
reverse alphabetical order (z, y, x, w, etc.).

*Know the date when the task must be completed.* Sometimes this information is very specific and you will need to plan ahead quickly. A job performed perfectly may be of *no* value if it is finished "too late." If you are a procrastinator (a person who deliberately avoids doing a job that needs to be done), divide the task into parts. Set up a daily or weekly schedule for completing each part. Reward yourself with a special treat for sticking to the schedule.




*If you are given instructions for several jobs at one time, decide which job should be finished first, second, etc.* Make a list. Deadlines will be an important consideration. Be careful that you do what really needs to be done first. It is tempting to do the easy, small jobs and put off the long, complicated ones.

*Remember cleanup is part of working with instructions.* A job is not finished until all materials have been put in order.

*Be certain the right person receives the completed work or knows the task has been finished.*

*Get feedback*. Find out if your work is acceptable. Try to take criticism cheerfully. If corrections or changes are made, add them to your notes. Then you will be ready when you are asked to do the job again.

THIS UNIT WILL HELP YOU FOLLOW AND GIVE INSTRUCTIONS ONLY IF YOU "CARE" TO DO A JOB RIGHT.

"Caring enough to make instructions work" doesn't mean you will enjoy every job you do. It does mean you have decided that it is important to work with instructions to the best of your ability!

IT HAS BEEN FUN WORKING WITH YOU. MAY ALL YOUR INSTRUCTIONS BE HAPPY ONES!

Activity 12, on the next page, will help you get ready for the Post-test. GOOD LUCK!

# READY FOR THE POST-TEST?

This last activity will help you decide if you are ready for the Post-test.

Before you start the activity, review all rules for following and giving instructions.

Are you ready? Please do not write on these pages.

## Activity 12

Record your answers in ink on the Working Paper for Activity 12. Corrections are errors, so double-check each instruction before you enter your answers. *In the instructions, "section" refers to the horizontal line of spaces directly to the right of a number on the Working Paper. Allow one space for each letter or number unless you are instructed to do otherwise.*

1. Print "Activity 12" in section (3) . Allow two blank spaces between "Activity" and "12".

2. Print your name backwards, last name first, in section (5) . Allow a blank space between your first and last name. Omit your middle name.

3. In section (2) , write three rules that can help you work with instructions. Use as many lines as necessary. Spacing is not important.

4. Print "MAKING INSTRUCTIONS WORK" with capital letters in section (1) . Allow one space between each word. Print "X" in each blank space.

5. In section (6) , print the letters of "Making Instructions Work" in alphabetical order. Use no capitals and allow no blank spaces between letters.

6. Count the number of letters in "Making Instructions Work" and write the number five times in section (4) . Write one digit in each space and allow no blank spaces between digits.

7. Skip a line between each rule you write in section (2)

8. Draw a square around (7) . Each side of the square will have seven blank spaces.

9. Rate your ability to work with instructions on a scale 1–10, with 10 as the best score. Record the rating in section (8)

10. Count the blank spaces in the square around (7) . Write the total count in the top left corner of the square.

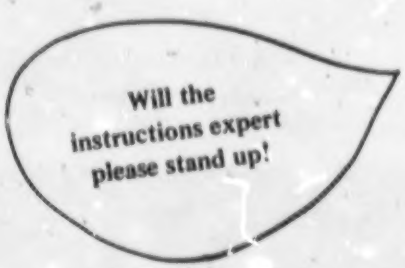
11. In section (1) , draw an eye in place of each "I" and an ear in place of each "R".

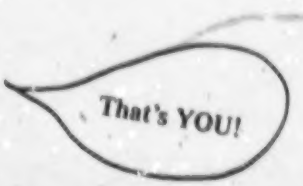
12. In section (6) , print a letter only once. If a letter occurs more than once, write the total number of times it occurs in the space above the letter.

    Example:

Correct your work. *If Activity 12 is accurate*, congratulations! Give this unit and your Working Papers to your teacher and ask for the Post-test. THE POST-TEST WILL INCLUDE FOLLOWING AND GIVING ORAL AND WRITTEN INSTRUCTIONS.

*If you made any errors in Activity 12*, review the instruction unit and try again. Concentrate and think success!



# CHECK YOUR WORK

## ACTIVITY 1

Many people have difficulty following and giving instructions correctly. This unit will help you learn the valuable skills you need to become an instructions expert. (Is your answer right? Excellent! Correct any mistakes before you continue.)

.....

## ACTIVITY 2

Nos. 4, 5, and 10 are instructions which you were instructed to omit. If you omitted these instructions (no erasures allowed), you earn 5 points for each.

1

2 (1) Last name, first name, middle name (must be printed)

3 (8) Underline each word separately in No. 1.

4

5 (2) mo/day/yr (must be figures) (3) Social Security No. (unknown) applied--current

6

7

8

9

10 (6) J I H G F E D C B A (must be printed in capitals)

11

12

13

14

15 (7) It is of vital importance that instructions

16 be read and listened to carefully.

17

18

19

20

21 (12) Signature (must be printed)

22

23

24

25 (13) Your Signature Current Date

26

27

28 (9) △

## ACTIVITY 3

| | | | |
|---|---|---|---|
| 1. 9 | 8. 16 | 15. 4 | 22. 3 |
| 2. 2 | 9. 24 | 16. 2 | 23. 9 |
| 3. 3 | 10. 3 | 17. 8 | 24. 8 |
| 4. 10 | 11. 20 | 18. 12 | 25. 11 |
| 5. 8 | 12. 30 | 19. 8 | 26. 40 |
| 6. 2 | 13. 40 | 20. 14 | |
| 7. 10 | 14. 7 | 21. 13 | |

*HELPFUL HINT:* There is no shortcut to listening to and concentrating on instructions. Sometimes, though, there is more than one way to follow the instructions.

For example, if you did the arithmetic problems in numerical order (1, 2, 3, 4, etc.), you probably did not finish within the two minute period. However, if you did all the add problems first, then all the subtract problems, etc., you were able to work much faster.

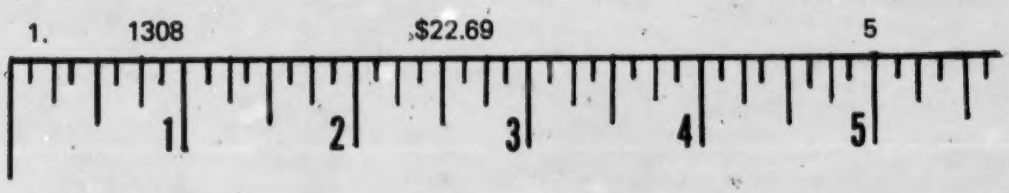
When you understand the instructions, take time to think through the best way to follow them. Be inventive. Be willing to look for and try new ideas.

## ACTIVITY 4

| | Account No. | Amount Due | Billing Date |
|---|---|---|---|
| 1. | 1308 | $22.69 | 5 |
| 2. | ✓1215 | 8.24 | 25 |
| 3. | 1147 | 159.50 | 25 |
| 4. | 1042 | X 864.83 | 15 |
| 5 | 1001 | X 531.27 | 15 |
| 6 | 1000 | 182.50 | 5 |
| 7. | 0439 | 42.31 | 5 |
| 8. | 0376 | 10.70 | 25 |
| 9. | 0224 | 283.76 | 15 |
| 10. | ✓0214 | 6.15 | 15 |
| 11. | 0200 | 97.45 | 5 |
| 12. | 0147 | 103.72 | 25 |
| 13. | 0103 | 498.48 | 15 |
| 14. | 0098 | X 605.98 | 5 |
| 15. | ✓0095 | 9.79 | 25 |

FOR IMPORTANT *HELPFUL HINT* SEE NEXT PAGE.

*HELPFUL HINT:* When you are working with two or more groups of numbers on a line, a ruler or sheet of paper placed directly under the line you are working with will keep you from accidentally picking up a number from another line. Guaranteed to make life easier!




Did you follow the instructions accurately? Correct any mistakes carefully before you continue. Then return to the Instruction Unit and begin where you see the ➡ at top of page 9.

**ACTIVITY 5**

| | Account No. | Amount Due | Billing Date |
|---|---|---|---|
| 1. | 020 | $97.45 | 15 |
| 2. | 100 | 182.50 | 1 |
| 3. | 200 | 531.27 | 1 |
| 4. | 304 | 864.83 | 1 |
| 5. | 310 | 498.48 | 1 |
| 6. | 421 | – | 1 |
| 7. | 422 | 283.76 | 1 |
| 8. | 509 | – | 1 |
| 9. | 621 | – | 15 |
| 10. | 637 | 10.70 | 15 |
| 11. | 714 | 103.72 | 15 |
| 12. | 809 | 605.98 | 15 |
| 13. | 814 | 159.50 | 15 |
| 14. | 930 | 22.69 | 15 |
| 15. | 943 | 42.31 | 15 |

After you have corrected your work, return to the Instruction Unit and begin where you see the ➡ under Activity 5.

## ACTIVITY 6

If your answers differ with these and you feel they are correct, think through the process again and be sure you can justify your choices.

ALPHABETIZING CUSTOMER CARDS –

6 Put all the stacks securely together starting with the "A" stack and ending with the "Z" stack.

2 Find a table or counter where you can work.

4 Separate customer cards into 26 stacks with all the "A's" next to the "A" slip you prepared, all the "B's" next to the "B" slip, etc.

5 Alphabetize the cards in each stack.

~~Give the job to someone else.~~

*1 Quickly prepare 26 slips of paper or small cards each with a letter of the alphabet printed on it. Letters should be at least one inch high and easy to read. (This can be done before you find a table or counter.)

3 Spread out the 26 slips in alphabetical order.

•7 Pick up the 26 slips you prepared, clip them together, and save them for future use.

GIFT WRAPPING A SHIRT –

Instructions 1, 2, and 3 should be performed first. The expense or wait involved may change the customer's mind.

6 Select an appropriately sized box and line it with tissue.

2 Help the customer choose an attractive wrap.

5 Fold the shirt carefully.

4 Remove the price tag and save it for the customer.

3 Tell the customer how much the wrap will cost and when the package will be ready.

*1 Greet the customer.



~~Tape the box tightly closed so it is difficult to open.~~

•7 Measure and cut the wrap carefully to eliminate waste.

## ACTIVITY 7

Suggested Answers – you may have some other ideas!

Instruction: CALL THE ELECTRICIAN.

| MISSING INFORMATION | RESOURCES |
|---|---|
| Name of electrician or electrical company? | Check with the maintenance department. The business may employ its own electrician. Otherwise, ask a co-worker what electrician is generally called. Save the information where it will be quickly available next time. |
| Electrician's phone number? | Telephone directory. |

DON'T BE AFRAID TO TRY!

Instruction: ORDER A NEW SUPPLY OF SWEATSHIRTS FOR THE STUDENT STORE.

| MISSING INFORMATION | RESOURCES |
|---|---|
| Name and address of vendor? (company that sells sweatshirts) | Student Store files will have records of past sweatshirt orders. |
| Style and color? | Vendor Catalogs. |
| Quantity? | Student Store Staff can help make decisions. |
| Procedure for writing the purchase order? | School financial secretary. |

YOU'RE LEARNING TO BE RESOURCEFUL!

Instruction: CALL THE HUNGRY HIPPO RESTAURANT.

| MISSING INFORMATION | RESOURCES |
|---|---|
| Date and time? | Check the schedule or social calendar. |
| How many people? | A co-worker may be able to help you with this information. |
| Menu for banquet? | You can reserve a banquet room for the date and time and decide about menu later. Ask restaurant to mail you a list of dinner menus and prices. |
| Hungry Hippo telephone number? | Telephone directory. |

YOU'RE BECOMING VERY EFFICIENT!

ACTIVITY 7 – continued

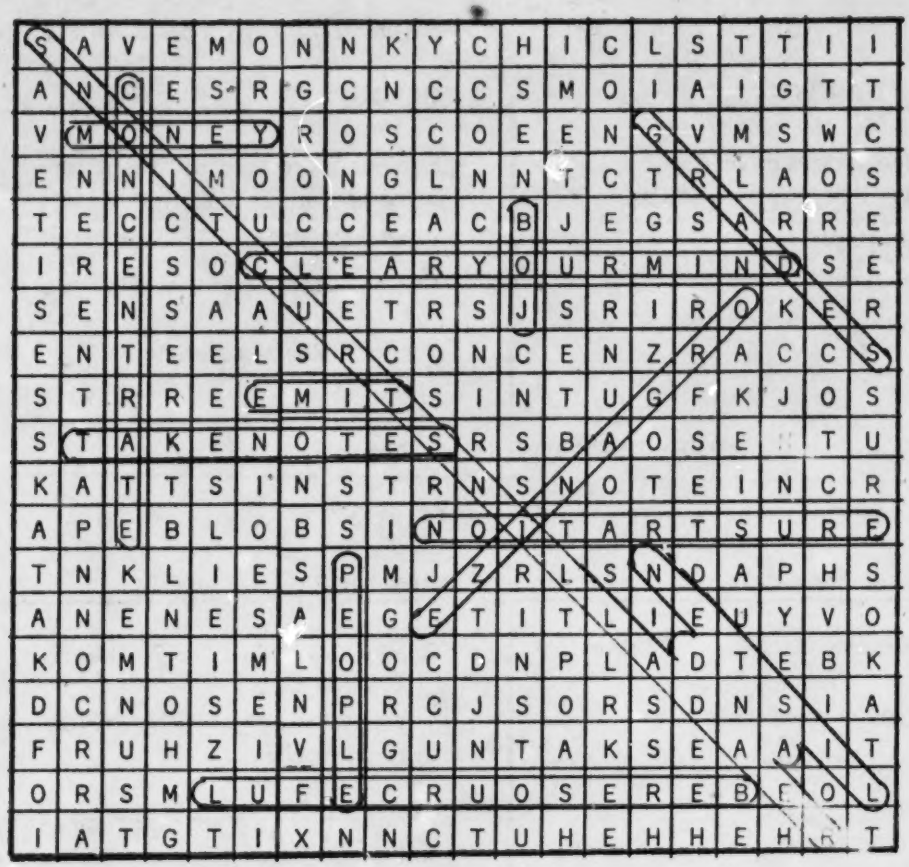
Instruction: DELIVER THIS PACKAGE TO CRACK POTTS, INC.

| MISSING INFORMATION | RESOURCES |
|---|---|
| Address. | Telephone directory. |
| How to get there? | Map. |

ADD THIS INFORMATION TO YOUR PERMANENT NOTES.
NEXT TIME YOU'LL HAVE THE ANSWERS AND BE READY TO GO!

**ACTIVITY 8**

Aha! Did you peek before you finished?



Continue in the Instruction Unit where you find the heading GIVING INSTRUCTIONS on page 13.

## ACTIVITY 9

You will find the hidden words written forward or backward –
in a straight horizontal (across the page) line
in a straight vertical (up and down the page) line
in a straight diagonal (crosswise) line

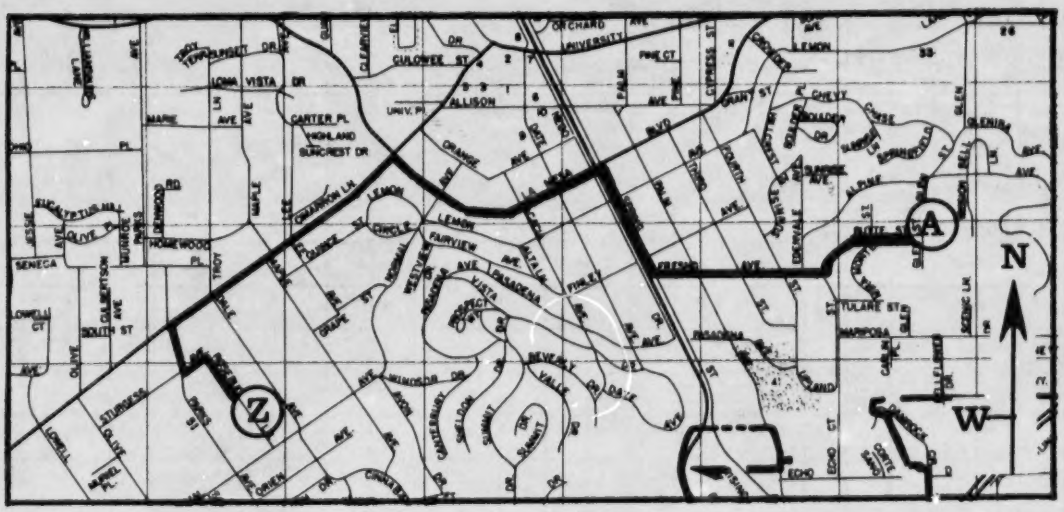
Was the job easier than you thought it would be? Good. Life will now get a little more complicated. Return to the ➡ under Activity 9.

## ACTIVITY 10

No answer key.

## ACTIVITY 11

*Suggested travel route.* Discuss your instructions with your partner. Make any necessary corrections.

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## ACTIVITY 12

Did you read all instructions first?
Did you concentrate on the task?
Did you take notes and organize your work?

(1) M A K ☺ N G X ☺ N S T ℑ U C T ☺ O N S X W O ℑ K
(print in all capitals)

(2) Read and listen to all instructions
(write)
Concentrate Be resourceful
Take notes
Organize your thoughts Clear your mind

(3) A c t i v i t y 12
(print)

(4) 2 2 2 2 2 2 2 2 2 2

(5) L a s t N a m e F i r s t N a m e
(print backwards – eoD nhoJ)

3 2 3 2 2 2 2

(6) a c g i k m n o r s t u w
(print – no capitals)

48

(7)

(8) 1 – 10
(self-rating)

# MAKING INSTRUCTIONS WORK

## Teacher's Guide and Key

### INTRODUCTION

Following and giving instructions accurately are valuable skills for employment and everyday living. Persons who effectively manage instructions possess a combination of useful communication knowledges and skills and positive work habits. This unit contains many of the basic rules for making instructions work with some helpful hints and several activities to encourage students to individually improve their own "instruction" ability.

The unit was developed to help students meet the performance objectives for the instructions competency in the common core section of the California Business Education Program Guide. The objectives were added to and modified to provide a broader learning experience for students.

### A WORD TO THE WISE

*You can help students make instructions work *only* if *you* are familiar with the unit !!

As you study the material, consider the following recommendations:

- Require all students to work through this unit. Do not pre-test.
- Use the unit early in the program. The ability to work with instructions will be helpful to students as they proceed to other units.
- Involve the total class in the unit. Students often learn affective skills more readily in group situations. (Can also simplify the management of Activities 10 and 11.)

### THE INSTRUCTION UNIT (Helpful hints and specific suggestions)

The unit is designed to allow students to work at their own speed or as a group. In addition, a group activity, IMPROVING ABILITY TO FOLLOW INSTRUCTIONS, is included in this guide to help reinforce the unit and provide a fun change of pace.

A variety of activities are included for following and giving instructions in both written and oral form. You need to know:

**Activity 2** is intended to help students recognize the need to concentrate on instructions. Some students will find the activity frustrating.

**Activities 3 and 5** include the use of cassette tapes to give students practice following oral instructions. Scripts for these tapes are included in this guide.

**Activities 6 and 7** require students to use their common sense and to be resourceful when working with incomplete instructions. Encourage students to learn how to help themselves and others when necessary information is missing. An employee who is resourceful and can find answers is a valuable asset to a business.

**Activities 10 and 11** require students to give instructions to another person. If students are working individually, sometimes it may be difficult to find an available partner. An alternative is for students to put instructions on tape. The tape can then be listened to and evaluated by another person at a more convenient time. Ask students to label tapes in pencil. Decide where these recorded tapes will be kept for easy access when students are ready to use them.

Two alternate diagrams for **Activity 10** are included in this guide. Make them available when students need additional practice or a *new* diagram. *Remind students to concentrate on following partner's instructions rather than trying to remember what the diagram looks like.*

**Activity 12** gives students an opportunity to become familiar with the Post-test format and Working Paper. Encourage students to work through Activity 12 carefully and completely before asking for the Post-test.

**Post-test and Post-test (Alternate)** should be reviewed carefully.

- The tests include giving and following both oral and written instructions.
- Tests are similar even though there are variations in the instructions. The same Working Paper can be used for both tests.
- There is a cassette tape for each test. A student taking POST-TEST (ALTERNATE) must use tape for POST-TEST (ALTERNATE). Scripts for tapes are also included in this guide.
- Make an overhead transparency of keys (in this guide) to simplify correcting Post-test Working Paper.
- Be aware that tests include instructions which require students to be resourceful. Make resource material available to students but refrain from just handing out answers.
- One instruction in each test requires students to ask you or a helper in the classroom to follow an instruction. CAREFULLY FOLLOW THE INSTRUCTION YOU ARE GIVEN (not what you know is on the test).
- The tests both have twenty-two instructions. *It is recommended that 90% accuracy be required. Allow no more than two errors.*

POST-TEST

NAME_____

DATE_____

TAKE TIME TO READ CAREFULLY!!

This test includes *following* and *giving oral* and *written instructions.*

You will need:

this test sheet,
a POST-TEST WORKING PAPER,
a cassette tape of MAKING INSTRUCTIONS WORK, POST-TEST, and
a cassette player.

Are you ready? Put the cassette tape in the player. Be certain it is rewound to the beginning. Start the tape and follow all instructions carefully. GOOD LUCK!

1. (on the cassette tape)

2. Print "Competency 105" in section (1) . Allow four blank spaces between "Competency" and "105".

3. Print "MAKING INSTRUCTIONS WORK" with capital letters in section (3) . Allow no blank spaces between words. Print "X" in the first blank space following the three words.

4. In section (6) , print the letters of "Making Instructions Work" in reverse alphabetical order. Use no capitals and allow no blank spaces between letters.

5. Count the number of letters in "Making Instructions Work." Double the number and write the result three times in section (4) . Write one digit in each space and allow no blank spaces between digits.

6. Draw a square around (7) . Each side of the square will have five blank spaces.

7. Write the telephone number for the main office of your school in section (8) . Leave one blank space between the first three digits (the prefix) and the rest of the number.

8. Count the blank spaces in the square around (7) . Write the total count in the bottom right corner of the square.

9. In section (3) , draw a sun in place of each "S" and a star ★ in place of each "M."

10. In section (6) , print a letter as often as it occurs. If a letter occurs only once, place a checkmark ✓ in the blank space below the letter.

Example:


11. In the top left corner space on the Working Paper, write the number of your birth month. For example, if you were born in March, write the number 3. If the number has two digits, *use one space for each digit*.

12. In the top right corner space on the Working Paper, write the number of your birth day. If you were born March 8, write the number 8 in the space. If the number has two digits, *write both digits in one space*.

*NOW START THE TAPE AGAIN FOR INSTRUCTIONS 13 through 22.* You may read and listen to instructions as often as time allows. Remember, the test must be finished within 45 minutes from your start time.

SCRIPT FOR MAKING INSTRUCTIONS WORK, *ORAL SECTION OF POST-TEST*

Three cheers! You are ready to take the Post-test for Making Instructions Work. You may listen to the tape and read instructions more than once, but plan to complete your work within forty-five minutes. To pass the test, you must use all the rules you learned in the unit. STAY ALERT AND FOLLOW INSTRUCTIONS CAREFULLY. Remember, you are now an instructions expert!

The test has twenty-two instructions. Eleven of the instructions are written. Eleven of the instructions are oral. Two instructions require you to be resourceful. Two other instructions ask you to give simple instructions to another person.

Record your answers on the Post-test Working Paper. Use ink. Any correction or inaccuracy is an error.

In the instructions, the word "section" refers to the horizontal line of spaces directly to the right of a number on the Working Paper. Allow one space for each letter or number unless you are instructed to do otherwise.

Ready? Here's the first instruction. (hesitate)

*Instruction number one:* Look at the clock. Write the time on the top line of the Working Paper next to the words "Start time:."

Now return to your test sheet for instructions two through twelve.

STOP THE TAPE.

(five seconds of silence)

Ready for the next instruction?

*Instruction number thirteen:* Print your name, last name first, in section five. Use initials for your first and middle name. Leave two blank spaces between your last name and initials. Leave no spaces between initials.

*Instruction number fourteen:* In section nine, write the total number of persons enrolled in this class whose last name begins with the letter J.

*Instruction number fifteen:* In section two, write three rules that can help you work with instructions. Use only one line of spaces for each rule. Write small. You can put more than one letter in a space.

*Instruction number sixteen:* When you write the number of your birth month in the top left corner space, write it upside down.

*Instruction number seventeen:* Skip a line between each rule you write in section two.

SCRIPT FOR MAKING INSTRUCTIONS WORK, *ORAL SECTION OF POST-TES!* (continued)

*Instruction number eighteen:* Draw a heavy dark line on the four sides of the center space of the Working Paper. Ask the teacher or a helper in the classroom to initial and circle the center space.

*Instruction number nineteen:* Look at the clock. Write the time below the last row of spaces on the Working Paper, next to the words "Finish time:".

*Instruction number twenty:* Write the total minutes you have used for this test on the line next to the words, "Total time used:". Total time is the difference between "start time" and "finish time."

*Instruction number twenty-one:* Using *written* instructions, ask the person sitting nearest to you to —

check your "Total time used:",
make any necessary changes,
put his/her initials on the remaining blank line under the last row of spaces, and
return your note and Working Paper to you.

*Instruction number twenty-two:* Staple the note to the bottom of your Working Paper.

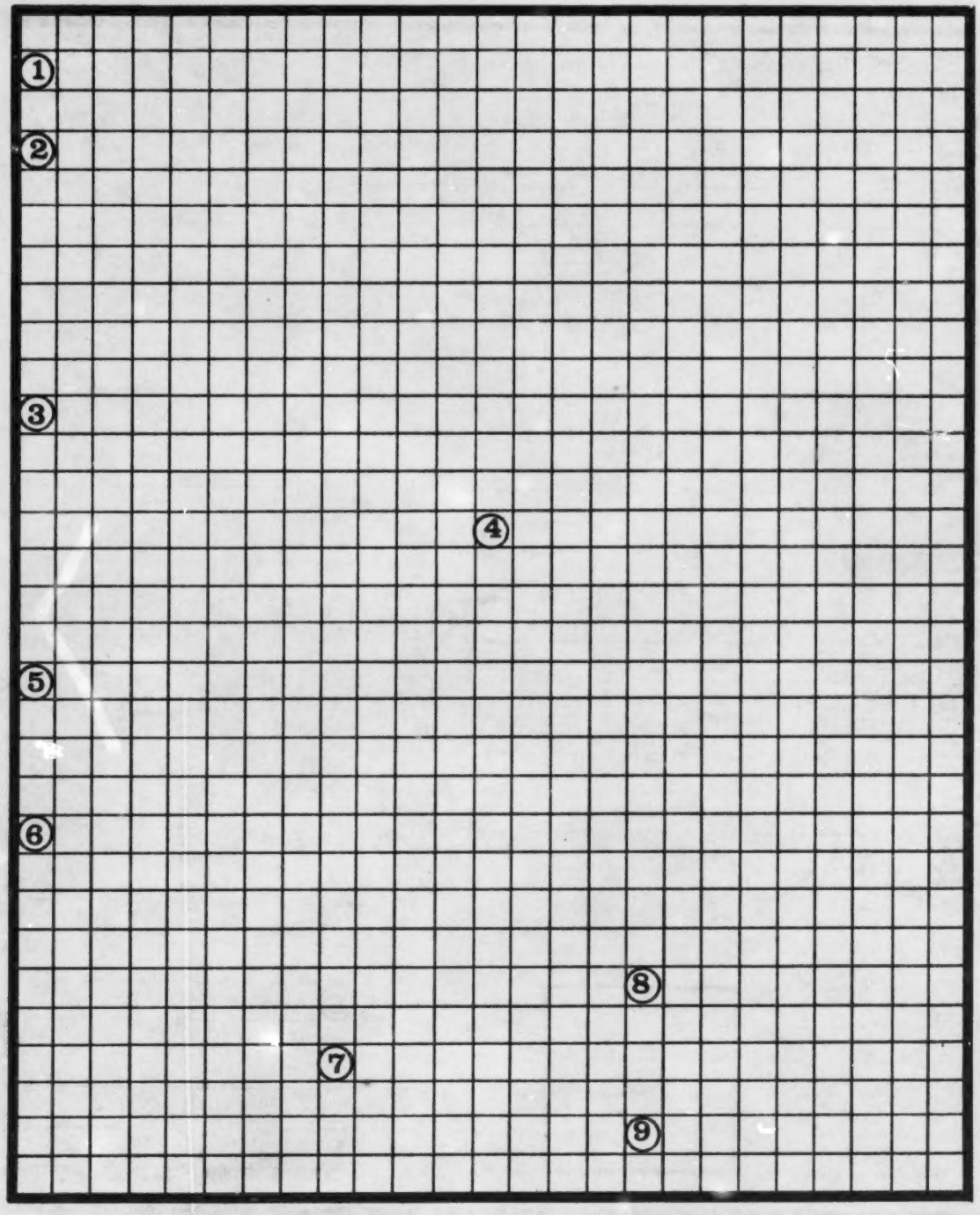
HOORAY! You are almost finished. You do have a few cleanup chores to do:

rewind the tape,
remove the tape from the player,
return the player to its storage place, and
give the tape, the test sheet and your Post-test Working Paper to your teacher.

This is the end of the tape. Goodbye!

**POST-TEST WORKING PAPER** NAME_____

Start time:_____

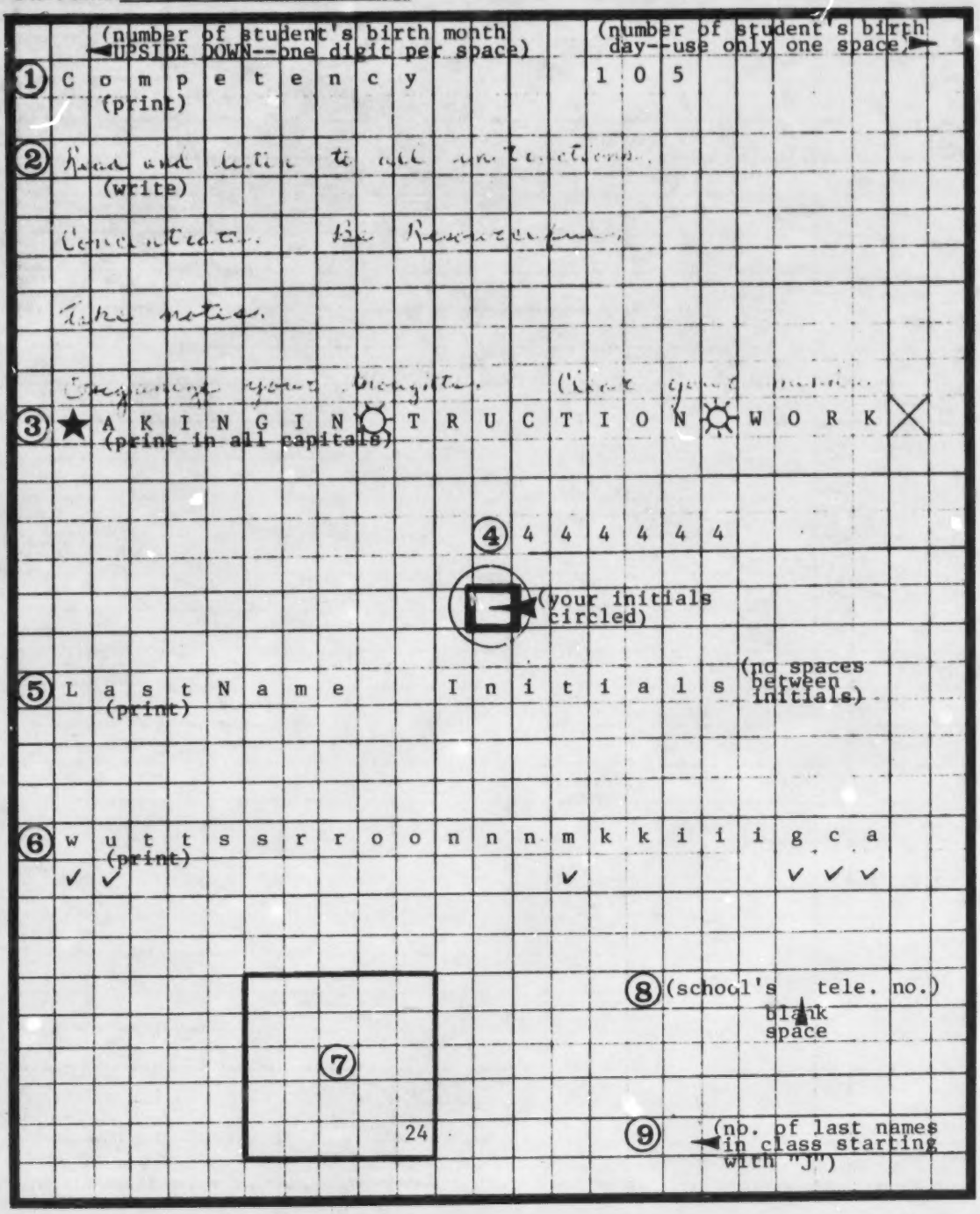



Finish time_____ Total time used: _____ _____

## POST-TEST ANSWER KEY

(A transparent overlay will simplify correcting this test.)

Start time: ( )


(number of student's birth month ◄UPSIDE DOWN--one digit per space)
(number of student's birth day--use only one space►)
1 C o m p e t e n c y (print)
1 0 5
2 (write)
3 ★ A K I N G I N ☼ T R U C T I O N ☼ W O R K ╳ (print in all capitals)
4 4 4 4 4 4 4
(your initials circled)
5 L a s t N a m e (print) I n i t i a l s (no spaces between initials)
6 w u t t s s r r o o n n n m k k i i i g c a (print)
✓ ✓ ✓ ✓ ✓ ✓
7
24
8 (school's tele. no.) blank space
9 (no. of last names in class starting with "J")

Finish time: ( )  Total time used: ( )

12 ( ) (Initials of person verifying total time)

*(Note to person asked to verify total time stapled to bottom of this paper.)

**POST-TEST (Alternate)**

NAME_____

DATE_____

TAKE TIME TO READ CAREFULLY!

This test includes *following* and *giving oral* and *written instructions*.

You will need:

this test sheet,
a POST-TEST WORKING PAPER,
a cassette tape of MAKING INSTRUCTIONS WORK, POST-TEST (Alternate),
and a cassette player.

Are you ready? Put the cassette tape in the player. Be certain it is rewound to the beginning. Start the tape and follow all instructions carefully. GOOD LUCK!

1. (on the cassette tape)

2. Print "Instructions Expert" in section ③ . Allow three blank spaces between "Instructions" and "Expert."

3. In section ② , write three rules that can help you work with instructions. Use only one line of spaces for each rule. Write small. You can put more than one letter in a space.

4. Print "MAKING INSTRUCTIONS WORK" with capital letters in section ① . Allow one blank space between words. Draw a star ★ in each blank space.

5. In section ⑥ , print the letters of "Instructions Expert" in alphabetical order. Use no capitals and allow no blank spaces between letters.

6. Count the number of letters in "Making Instructions Work." Triple the number and write the result two times in section ④ . Write one digit in each space and allow no blank spaces between digits.

7. In section ⑧ , write the telephone number of the Post Office nearest to the school. Put a hyphen in the space between the first three digits (the prefix) and the rest of the number.

8. Draw a square around ⑦ . Each side of the square will have three blank spaces.

9. In section ① , draw an upward arrow ↑ in place of each "O" and a downward arrow ↓ in place of each "K."

10. In section ⑥ , print a letter as often as it occurs. If a letter occurs only once, place a checkmark ✓ in the blank space above the letter.

Example:

11. Write your age in numbers in the center space of the Working Paper. Use only one space.

12. Print your name, first name first, in section ⑤ . Allow two blank spaces between your first and last name. Omit your middle name.

*NOW START THE TAPE AGAIN FOR INSTRUCTIONS 13 through 22.* You may read and listen to instructions as often as time allows. Remember, the test must be finished within 45 minutes from your start time.

SCRIPT FOR MAKING INSTRUCTIONS WORK, *ORAL SECTION OF POST-TEST (Alternate)*

Hooray! You are ready to take the Alternate Post-test for Making Instructions Work. You may listen to the tape and read instructions more than once, but plan to complete your work within forty-five minutes. To pass the test, you must use all the rules you learned in the unit. STAY AWAKE AND FOLLOW INSTRUCTIONS CAREFULLY. Remember, you are now an instructions expert!

The test has twenty-two instructions. Eleven of the instructions are written. Eleven of the instructions are oral. Two instructions require you to be resourceful. Two other instructions ask you to give simple instructions to another person.

Record your answers on the Post-test Working Paper. Use ink. Any correction or inaccuracy is an error.

In the instructions, the word "section" refers to the horizontal line of spaces directly to the right of a number on the Working Paper. Allow one space for each letter or number unless you are instructed to do otherwise.

Ready to listen? Here's the first instruction. (hestitate)

*Instruction number one:* Look at the clock. Write the time on the top line of the Working Paper next to the words "Start time:".

Now return to your test sheet for instructions two through twelve.

STOP THE TAPE.

(five seconds of silence)

Hello, again, ready for the next instruction ?

*Instruction number thirteen:* Using numbers, write your birth year in the first four spaces of the last line of spaces on the Working Paper.

*Instruction number fourteen:* In section nine, write the total number of persons enrolled in this class.

*Instruction number fifteen:* Ignore the instruction to write your age in the center space of the Working Paper. Instead, put a question mark in the space.

*Instruction number sixteen:* Count the blank spaces in the square you drew around seven. Write the total count in the blank space directly below the circled seven.

*Instruction number seventeen:* Skip a line between each rule you write in section two.

*Instruction number eighteen:* Draw a heavy dark line on the four sides of the top left corner space of the Working Paper. Ask the teacher or a helper in the classroom to initial the space *upside down.*

SCRIPT FOR MAKING INSTRUCTIONS WORK, *ORAL SECTION OF POST-TEST (Alternate)* (continued)

*Instruction number nineteen:* Look at the clock. Write the time below the last row of spaces on the Working Paper, next to the words "Finish time:".

*Instruction number twenty:* Write the total minutes you have used for this test on the line next to the words, "Total time used:". Total time is the difference between "start time" and "finish time."

*Instruction number twenty-one:* Using *written* instructions, ask a person sitting near to you to—

check your "total time used:",
make any necessary changes,
put his/her initials and today's date on the remaining blank line under the last row of spaces, and
return your note and Working Paper to you.

*Instruction number twenty-two:* Staple the note to the top of your Working Paper.

THREE CHEERS! You are almost finished. You do have a few cleanup chores to do:
rewind the tape,
remove the tape from the player,
return the player to its storage place, and
give the tape, the test sheet and your Post-test Working Paper to your teacher.

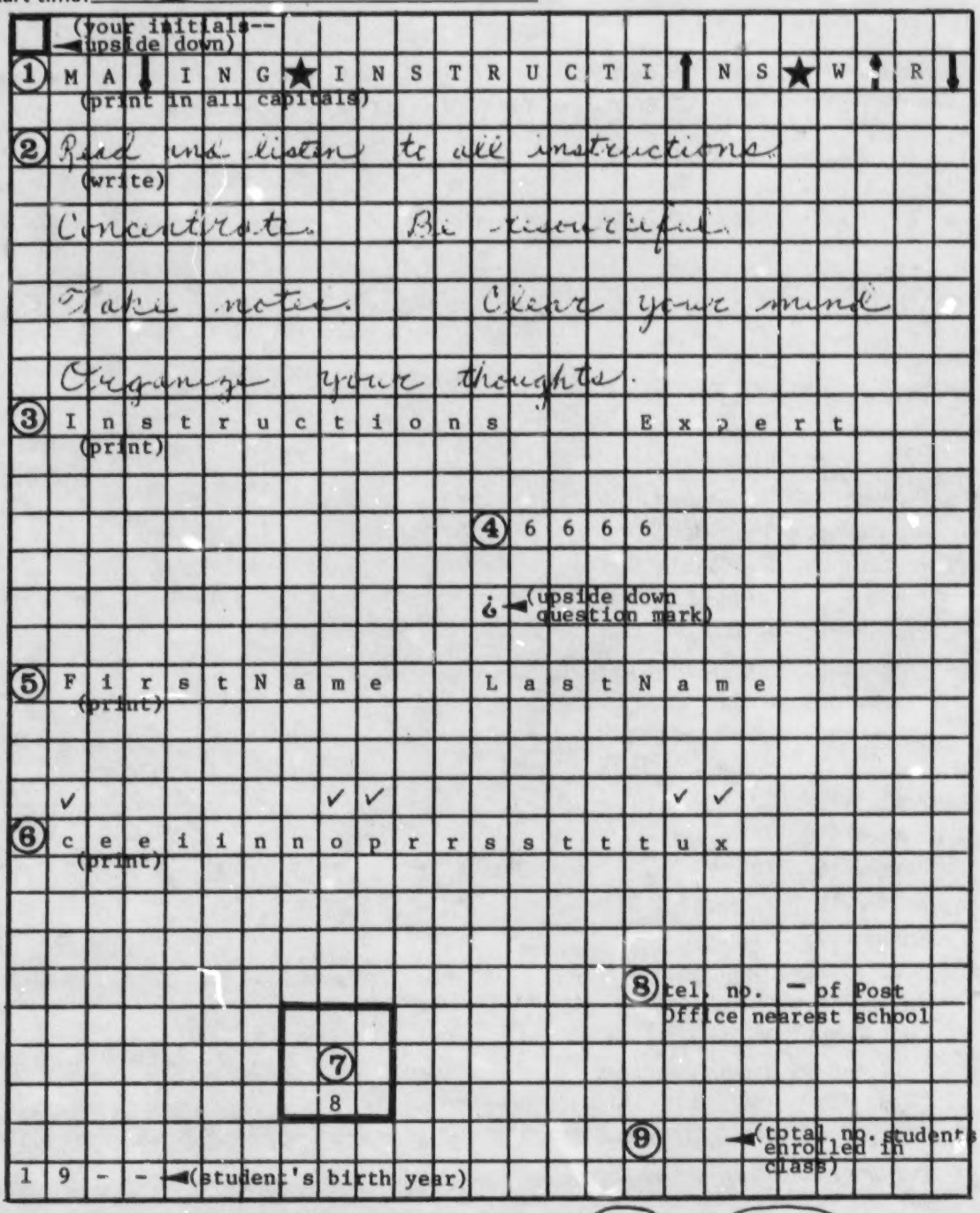
This is the end of the tape. Goodbye!

POST-TEST (Alternate) ANSWER KEY

(A transparent overlay will simplify correcting this test.)

*(Note to person asked to verify total time stapled to top of this paper.)

Start time: ____


(your initials--upside down)
1 M A I N G ★ I N S T R U C T I O N S ★ W O R K
(print in all capitals)
2 Read and listen to all instructions.
(write)
Concentrate. Be identified.
Take notes. Clear your mind
Organize your thoughts.
3 I n s t r u c t i o n s E x p e r t
(print)
4 6 6 6 6
¿ (upside down question mark)
5 F i r s t N a m e L a s t N a m e
(print)
✓ ✓ ✓ ✓
6 c e e i i n n o p r r s s t t t u x
(print)
8 tel. no. — of Post Office nearest school
7
8
9 (total no. students enrolled in class)
1 9 - - (student's birth year)

Finish time: ____ Total time used: ____

____ ____
(Date/initials of person verifying total time)

## SCRIPT FOR MAKING INSTRUCTIONS WORK, *ACTIVITY 3*

Listen carefully to all instructions before you begin work. You may listen to the tape twice but try to work without stopping the player while the instructions are being given.

Do your work on the Activity 3 page in your Working Papers.

In this activity, you will work with 26 simple arithmetic problems, but the activity is *not* a test of your arithmetic skills.

Write each problem on your working paper. Be careful to include the sign – add, subtract, multiply or divide – for each problem.

Problem 1: 3 subtract 3
Problem 2: 8 add 4
Problem 3: 15 add 5
Problem 4: 6 multiplied by 4
Problem 5: 4 subtract 2
Problem 6: 3 divided by 1
Problem 7: 30 add 3
Problem 8: 8 subtract 2
Problem 9: 20 multiplied by 4
Problem 10: 6 add 2
Problem 11: 25 divided by 5
Problem 12: 10 subtract 3
Problem 13: 20 subtract 2
Problem 14: 14 divided by 7
Problem 15: 16 add 4
Problem 16: 24 add 12
Problem 17: 4 subtract 2
Problem 18: 9 multiplied by 3
Problem 19: 12 divided by 4
Problem 20: 7 subtract 2
Problem 21: 3 multiplied by 10
Problem 22: 12 add 4
Problem 23 18 divided by 9
Problem 24: 10 divided by 2
Problem 25: 6 multiplied by 5
Problem 26: 10 subtract 4

SCRIPT FOR MAKING INSTRUCTIONS WORK, *ACTIVITY 3* (continued)

You will have 2 minutes to figure the answers for the 26 problems. When you do your work, the add sign means divide, the subtract sign means multiply, the multiply sign means add, and the divide sign means subtract.

If you need to listen to the instructions again, stop the tape now and rewind to the beginning.

If you have followed all the instructions to this point and are ready to go on, continue listening to the tape.

Let the tape run while you figure your answers to the problems. I will tell you when two minutes have passed.

BEGIN YOUR WORK NOW.

(2 MINUTES OF SILENCE)

STOP! Although this activity was not a test of your math skills you can check your answers, if you wish, with the key in the back of the instruction unit. You will also find another helpful hint there.

Then complete the self-evaluation at the bottom of your Working Paper for Activity 3. This is the end of the tape.

## SCRIPT FOR MAKING INSTRUCTIONS WORK, *ACTIVITY 5*

Hi! Ready to go to work? For this activity you will need your Working Papers for Activity 4 and 5. Your goal is to take adequate notes, so you can follow the instructions after listening to the tape only once. You may stop the tape if you need to catch up, but try to complete the activity without repeating any of the instructions. Please do not take time to follow the instructions until you have listened to the whole tape. Your notetaking is going to be important!

All account numbers will be changed to three digit numbers. The procedure for this change is to take the last digit of an account number and add it to the first digit. For example, the first Account No. on your Activity 4 Working Paper, 1308, is changed to 930 by taking the last digit 8 and adding it to the first digit 1. Very simple. Just remember all account numbers now will have only three digits.

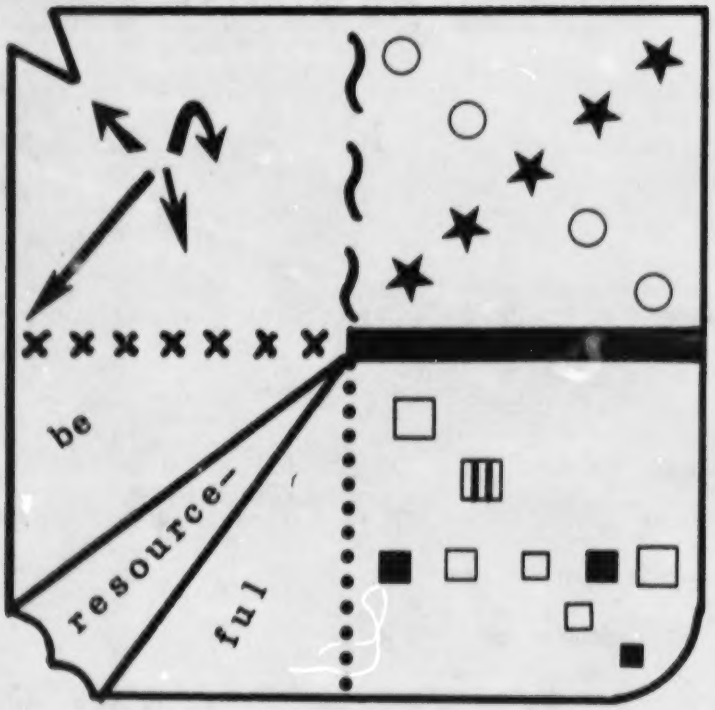
After you have changed all the account numbers, please list them in numerical order on your Activity 5 Working Paper. Begin your list with the smallest account number and end with the largest account number.

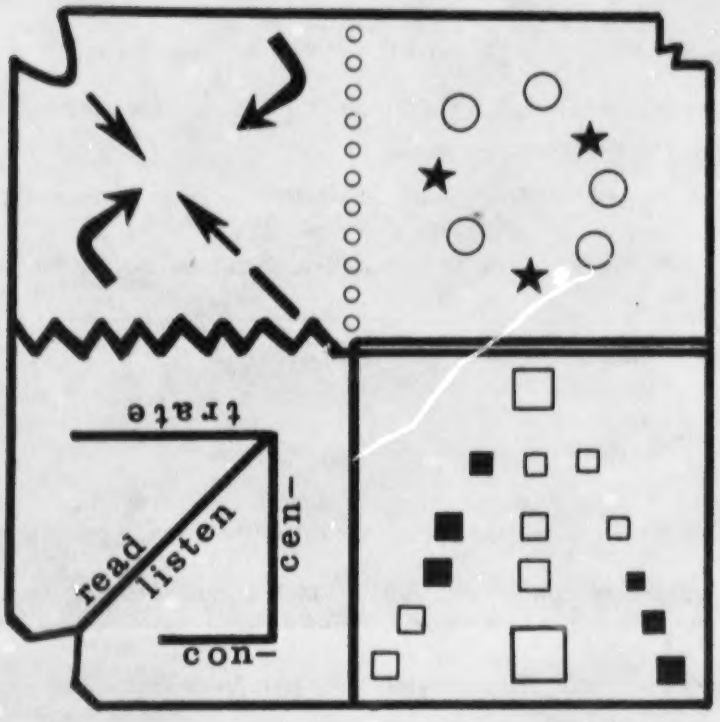
Enter the amount due for each account unless the amount is less than $10. For amounts less than $10, simply draw a straight horizontal line in the Amount Due column. If the amount is more than $500, circle the total amount. Do not use X's or checkmarks.

To saving billing time, only two billing dates will now be used. The billing date will be determined by the first digit of the new account number. Account numbers beginning with 1 through 5 will be billed on the first day of the month. All other Accounts will be billed on the 15th of the month.

When you have followed all instructions and completed the activity, check your work with the key in the back of the Instruction Unit. Good luck! This is the end of the tape.

ALTERNATE DIAGRAMS, ACTIVITY 10



## ALTERNATE ACTIVITY

### IMPROVING ABILITY TO FOLLOW INSTRUCTIONS

### DESCRIPTION

The class is divided into teams which engage in a relay race to see which team can *correctly* complete a payroll project first.

### PURPOSE

The race is designed to develop the ability to follow instructions and work as a member of a team.

### PROCEDURES

1. Pre-planning
   a. Duplicate copies of the interoffice Memorandum and the Payroll Project.
   b. Arrange chairs in rows of six.
   c. Obtain overhead or opaque projector.
2. Student Orientation. Explain the activity and procedure to the students:
   a. The class will be divided into teams of six students each.
   b. One member from each team will be selected as supervisor.
   c. The supervisor will sit at the front of his/her team and will be given a memorandum and a payroll project.
   d. When the teacher gives a signal, the supervisor reads the memorandum to the team and passes the project to the first team member. When the member completes the first problem according to instructions, it is passed on to the next team member.
   e. The last person on the team returns the completed project to the supervisor who checks it and submits it to the teacher.
3. Activity. The teacher:
   a. Says: "I am the chief accountant, and at 4:15 I have rushed into your office and handed your supervisor a payroll project that must be completed by 5 o'clock."
   b. Gives the payroll project and the memorandum to each supervisor and signals the supervisor to begin. (Students follow instructions.)
   c. Numbers the completed projects as they are turned in.

ALTERNATE ACTIVITY (Continued)

d. Computes the score quickly on a separate sheet of paper, returns project to supervisor, and asks supervisor to compute team's score on the chalk board according to the scoring instructions. Teacher deducts five points for every error in the work that the supervisor doesn't find.

e. Uses the overhead or opaque projector to review the work when all teams have finished.

f. Commends the team that completed work with the highest score.

SCORING INSTRUCTIONS

1. The first team to finish receives 15 points.

2. For Worker 1, each correct answer is worth 5 points. For Workers 2, 3, 4, and 5, each correct answer is worth 20 points.

3. Each time work is not initialed, 5 points will be deducted.

4. For every error that the supervisor does not find, 5 points will be deducted.

(Maximum score 110)

FOLLOW-UP

The class might be divided into committees to discuss the importance of following instructions, the role of a supervisor, and the importance of cooperation.

RELATED ACTIVITIES

The teacher may develop work projects and use this technique frequently, if desirable.

*ALTERNATE ACTIVITY (continued)*

SAMPLE
INTEROFFICE MEMORANDUM

TO: Team Supervisor

FROM: Chief Accountant

DATE: (present date)

SUBJECT: Instructions for Payroll Project.

Read the following instructions to your team, then pass the project to your first team member.

1. Read your problem carefully and do the required work quickly and accurately.
2. *Initial* your work when it is completed and pass the project to the next team member.
3. Return the project to me as soon as the last problem is completed and initialed.

. . . . . .

SAMPLE

PAYROLL PROJECT

Worker 1 The following people have worked this week; add up the number of hours worked for each and enter the totals:

| | THOMAS | JACKSON | TORRES |
|---|---|---|---|
| Monday | 5 | 4 | 7 |
| Tuesday | 5 | 4 | 7 |
| Wednesday | 5 | 4 | 7 |
| Thursday | 5 | 4 | 7 |
| Friday | 5 | 4 | 7 |
| Enter total hours | _____ | _____ | _____ |

_____
Initials

Pass to next worker

. . . . . .

ALTERNATE ACTIVITY (Continued)

Worker 2 Worker 1 added the total hours for Thomas.
Check this amount. Thomas is paid $3 an hour.
What is his pay for this week?

Pay $ _____ _____
Initials

Pass to next worker

. . . . . .

Worker 3 Worker 1 added thte total hours for Jackson.
Check this number. Jackson is paid $3.50 an hour.
What is her pay for this week?

Pay $ _____ _____
Initials

Pass to next worker

. . . . . .

Worker 4 Worker 1 added the total hours for Torres.
Check this number. Torres is paid $3 an hour.
What is his pay for this week?

Pay $ _____ _____
Initials

Pass to next worker

. . . . . .

Worker 5 Workers 2, 3, and 4 have entered the pay of three employees. What is the total of these three amounts?

Total $ _____ _____
Initials

Return project to supervisor

. . . . . .

Supervisor:

If all work is correct, check here _____
If errors were found, list them below:

_____
Initials

# YOUR WORKING PAPERS

NAME _____

DATE _____

THESE WORKING PAPERS ARE YOURS. THAT MEANS YOU CAN WRITE ON THEM. HOORAY!

**ACTIVITY 1**

Instructions to help you read an important message.

1. Carefully assign a letter of the alphabet to each number 1–26, with letters arranged in reverse alphabetical order. Note the examples which are completed for you.

| z | y | | | | | | | | q | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | | | | b | a |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |

2. Take time to double-check your work before you continue.

3. On the lines above the coded message write the assigned letter for each number. Numbers are separated by diagonals (/14/). A zero alone between diagonals (/0/) is a space between words.

*HELPFUL HINT:* The first word is *Many*.

14/26/13/2/0/11/22/12/11/15/22/0/19/26/5/22/0/

23/18/21/21/18/24/6/15/7/2/0/21/12/15/15/12/4/18/13/20/0/

26/13/23/0/20/18/5/18/13/20/0/18/13/8/7/9/6/24/- (divided word)

7/18/12/13/8/0/24/12/9/9/22/24/7/15/2/period/7/19/18/8/0/

6/13/18/7/0/4/18/15/15/0/19/22/15/11/0/2/12/6/0/

15/22/26/9/13/0/7/19/22/0/5/26/15/6/26/25/15/22/0/

8/16/18/15/15/8/0/2/12/6/0/13/22/22/23/0/7/12/0/

25/22/24/12/14/22/0/26/13/0/18/13/8/7/9/6/24/- (divided word)

7/18/12/13/8/0/22/3/11/22/9/7/period/

Did you discover that what looked like a difficult job suddenly became very simple when you followed instructions?

4. When your message is complete, check your work with the answer key in the back pages of the Instructions Unit.

5. Finished? Great! Now return to page 2 in the Instruction Unit and begin where you see the ➟

## ACTIVITY 2

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

21 _____

22 _____

23 _____

24 _____

25 _____

26 _____

27 _____

28 _____

## ACTIVITY 2 SELF-EVALUATION SHEET

First, record your score on A, B, and C SCORE

A. If you made no marks on the instructions,
give yourself 5 points. _____

B. If you read all instructions carefully before beginning activity,
give yourself 5 points. _____

C. If you completed the activity within 15 minutes,
give yourself 5 points. _____

Now give yourself 5 points for each of the 13 instructions you followed correctly. No partial credit!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Total points for 1–13 (65 possible points) _____

D. If you corrected your work without giving up,
give yourself 5 points. _____

E. If you were completely honest in scoring your working paper,
give yourself 10 points. _____

F. If you answered E truthfully,
give yourself 5 points. _____

TOTAL ALL POINTS EARNED. _____

WHERE DOES YOUR ABILITY TO FOLLOW WRITTEN INSTRUCTIONS FIT ON THE SCALE BELOW?

____100 points – I'm great!

____90+ points – I never said I was perfect. Besides I only used one ear and one eye. Next time I'll be fantastic.

____50+ points – What instructions? Don't tell anyone, but I really goofed. I know I can do better.

____below 50 points – Good grief, I was asleep! At least I've got room for improvement.



Return to the Instruction Unit and begin where you see the ➡ below Activity 2.

## ACTIVITY 3

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

Self-evaluation

*Check the statements below that fit you.*

- ☐ I need more practice following instructions.
- ☐ I listened to all instructions carefully before I did the activity.
- ☐ I jumped to conclusions and did the arithmetic problems before I listened to all the instructions.
- ☐ I became frustrated and wanted to scream.
- ☐ I cleared my mind of distracting thoughts and concentrated on the instructions.
- ☐ Don't tell anyone, but I listened to the tape five times, and I am still confused.
- ☐ I think my ability to follow instructions is improving.

Return to the Instruction Unit and begin where you see the ➡ below Activity 3.

## ACTIVITY 4

Using the space provided on the next page, arrange the fifteen account numbers below in numerical order, starting with the largest number and ending with the smallest number.

Copy in the amount due for each account. Place an X in front of any amount over $500 (X $605.98) and a checkmark ( ✓ ) in front of any account number where the amount due is less than $10 ( ✓ 0095).

Figure and write in the monthly billing date for each account using the following procedure:

If the last digit in the account number is

8, 9, or 0, the billing date is 5 (fifth day of the month)

1, 2, 3, or 4, the billing date is 15

5, 6, or 7, the billing date is 25

| Account No. | Amount Due |
|---|---|
| 0147 | $103.72 |
| 0200 | 97.45 |
| 0098 | 605.98 |
| 1000 | 182.50 |
| 0439 | 42.31 |
| 0095 | 9.79 |
| 1001 | 531.27 |
| 0214 | 6.15 |
| 1147 | 159.50 |
| 0376 | 10.70 |
| 1042 | 864.83 |
| 0224 | 283.76 |
| 1308 | 22.69 |
| 1215 | 8.24 |
| 0103 | 498.48 |

ACTIVITY 4 Continued

| Account No. | Amount Due | Billing Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Check your work with the answers in the back of the Instruction Unit.

## ACTIVITY 5

| Account No. | Amount Due | Billing Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Compare your work to the answers in the back of the Instruction Unit. No fair peeking until you are finished!

Check the statements below that fit you!

- ☐ I listened to all the instructions before I started the activity.
- ☐ I fell asleep on the job.
- ☐ I cleared my mind and concentrated on the instructions.
- ☐ I'm going to try harder next time.
- ☐ I made notes that helped me follow the instructions.
- ☐ I listened to the instructions only once.
- ☐ I am not going to tell how many times I listened to the instructions.
- ☐ I completed the activity correctly.
- ☐ I almost completed the activity correctly.

Ask your teacher to review this Working Paper and sign it before you continue.

_____
(teacher's signature)

## ACTIVITY 6

Your task is to organize the two sets of instructions in this activity. Number the instructions for each set in the order that you would perform them. Place a 1 by the instruction that you would do first, a 2 by the second instruction, etc. You can cross out any instruction you feel is unimportant. Each set has eight instructions. After you have numbered a set, put an * to the left of the instruction you would do first and a # to the left of the instruction you would do last.

You have been asked to alphabetize (arrange in alphabetical order) 1,000 customer cards.

___ Put all the stacks securely together starting with the A stack and ending with the Z stack.

___ Find a table or counter where you can work.

___ Separate customer cards into 26 stacks with all A's next to the A slip you prepared, all B's next to the B slip, etc.

___ Alphabetize the cards in each stack.

___ Give the job to someone else.

___ Quickly prepare 26 slips of paper or small cards, each with a letter of the alphabet printed on it. Letters should be at least one inch high and easy to read.

___ Spread out the 26 slips in alphabetical order.

___ Pick up the 26 slips you prepared, clip them together, and save them for future use.

You are employed in a gift wrap department of a large store. A customer approaches you with a shirt to be wrapped.

___ Select an appropriately sized box and line it with tissue.

___ Help the customer choose an attractive wrap.

___ Fold the shirt carefully.

___ Remove the price tag and save it for the customer.

___ Tell the customer how much the wrap will cost and when the package will be ready.

___ Greet the customer.



(CONTINUED ON THE NEXT PAGE)

ACTIVITY 6 Continued

___ Tape the box tightly closed so it is difficult to open.

___ Measure and cut the wrap carefully to eliminate waste.

Compare your work to the answer key. Make any changes you think are necessary. Then return to the Instruction Unit and begin where you see the ➡ under Activity 6.

## ACTIVITY 7

Can you follow these instructions. What would you need to know before you could follow each one? List missing information and resources that would help you follow the instructions. Assume the person responsible for giving you the instruction is not available to answer questions. The first instruction is completed for you.

Instruction: WRITE AND MAIL A CHECK PAYABLE TO ABC PAPER CO. FOR INVOICE No. 694. (An invoice is a bill).

| MISSING INFORMATION | RESOURCES – (a source of information) |
|---|---|
| Check amount<br><br>ABC Paper Co. address | Check the files for Invoice No. 694. It will show amount due and the address will probably be on the invoice or other correspondence with ABC. If the company is local, the address would be in the business or telephone directory. |

Instruction: CALL THE ELECTRICIAN. THE AIR CONDITIONING IS NOT WORKING PROPERLY.

| MISSING INFORMATION | RESOURCES |
|---|---|
| | |

ACTIVITY 7, Continued

Instruction: ORDER A NEW SUPPLY OF SWEATSHIRTS FOR THE STUDENT STORE.

| MISSING INFORMATION | RESOURCES |
|---|---|
| | |

Instruction: CALL THE HUNGRY HIPPO RESTAURANT AND MAKE ARRANGEMENTS FOR OUR ANNUAL BANQUET.

| MISSING INFORMATION | RESOURCES |
|---|---|
| | |

Instruction: DELIVER THIS PACKAGE TO CRACK POTTS, INC.

| MISSING INFORMATION | RESOURCES |
|---|---|
| | |

## ACTIVITY 8

In this word search, find and circle these six rules for making instructions work:

LISTEN AND READ ALL INSTRUCTIONS
CONCENTRATE
CLEAR YOUR MIND
TAKE NOTES
ORGANIZE
BE RESOURCEFUL

You will also find six words that can be affected (changed) by your ability to work with instructions:

MONEY, GRADES, JOB, TIME, FRUSTRATION, PEOPLE

The rules and words read *forward* or *backward* in one of these directions:

| S | A | V | E | M | O | N | N | K | Y | C | H | I | C | L | S | T | T | I | I |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | N | C | E | S | R | G | C | N | C | C | S | M | O | I | A | I | G | T | T |
| V | M | O | N | E | Y | R | O | S | C | O | E | E | N | G | V | M | S | W | C |
| E | N | N | I | M | O | O | N | G | L | N | N | T | C | T | R | L | A | O | S |
| T | E | C | C | T | U | C | C | E | A | C | B | J | E | G | S | A | R | R | E |
| I | R | E | S | O | C | L | E | A | R | Y | O | U | R | M | I | N | D | S | E |
| S | E | N | S | A | A | U | E | T | R | S | J | S | R | I | R | O | K | E | R |
| E | N | T | E | E | L | S | R | C | O | N | C | E | N | Z | R | A | C | C | S |
| S | T | R | R | E | E | M | I | T | S | I | N | T | U | G | F | K | J | O | S |
| S | T | A | K | E | N | O | T | E | S | R | S | B | A | O | S | E | N | T | U |
| K | A | T | T | S | I | N | S | T | R | N | S | N | O | T | E | I | N | C | R |
| A | P | E | B | L | O | B | S | I | N | O | I | T | A | R | T | S | U | R | F |
| T | N | K | L | I | E | S | P | M | J | Z | R | L | S | N | D | A | P | H | S |
| A | N | E | N | E | S | A | E | G | E | T | I | T | L | I | E | U | Y | V | O |
| K | O | M | T | I | M | L | O | O | C | D | N | P | L | A | D | T | E | B | K |
| D | C | N | O | S | E | N | P | R | C | J | S | O | R | S | D | N | S | I | A |
| F | R | U | H | Z | I | V | L | G | U | N | T | A | K | S | E | A | A | I | T |
| O | R | S | M | L | U | F | E | C | R | U | O | S | E | R | E | B | E | O | L |
| I | A | T | G | T | I | X | N | N | C | T | U | H | E | H | H | E | H | R | T |

Don't give up.

When you have finished, check the answer key in the back of the instruction unit.

## ACTIVITY 9

Remember the word search in Activity 8? ***Write*** simple instructions for finding the hidden words in the puzzle. You can use only words, no drawings.

Before you begin writing, think through the process carefully. You may find it helpful to make some notes. Use simple words and a step-by-step order.

You will find the hidden words . . .

Compare your instructions to the answer key. Your words do not have to match but they should be clear and easy to understand.

## ACTIVITY 10

Space reserved for your partner's drawing.



ACTIVITY 10 EVALUATION ON NEXT PAGE

*Activity 10 Evaluation.* Where appropriate, use Y for yes, N for no, and S for sometimes. Person *following* instructions completes statements 1–4.

1. _____ I listened carefully to the instructions and tried to follow them.

2. _____ I was able to follow the instructions easily.

3. I had no difficulty, difficulty (circle one) following the instructions because _____
_____
_____

4. Next time I follow instructions, I will _____
_____
_____

Person *giving* instructions completes statements 5–9.

5. _____ I planned the instructions carefully.

6. _____ I tried to give clear, easy-to-understand instructions.

7. _____ I was patient and answered all questions to the best of my ability.

8. I had no difficulty, difficulty (circle one) giving instructions because _____
_____
_____

9. When I give instructions again, I will _____
_____

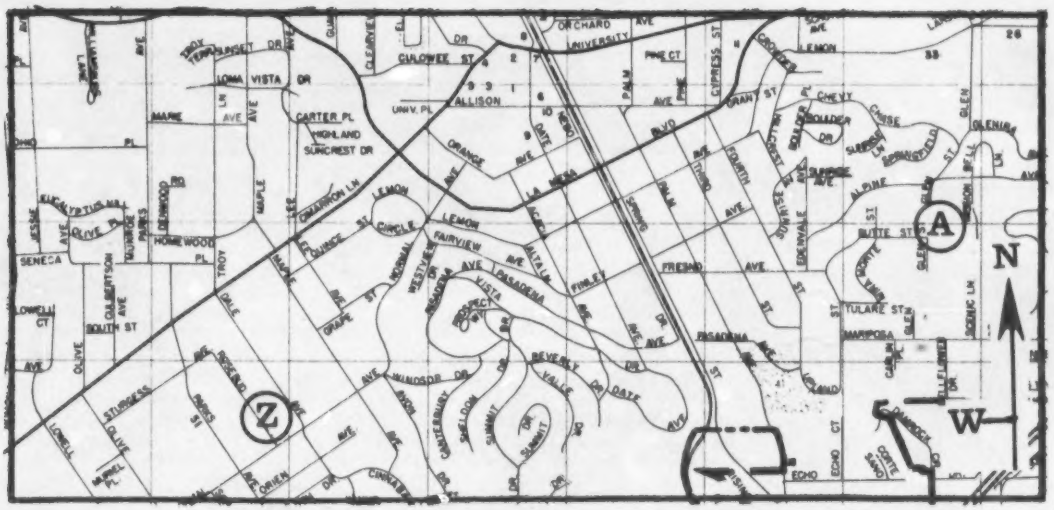
When you have completed this activity, return to the ➡ on page 16.

**ACTIVITY 11**

Two copies of the map are included in this activity. The first copy is for your use. The second copy will be used by another person to evaluate your instructions.

1. Locate your starting point (A) (corner of Butte and Glen) and destination (Z) (Rosebud) on your copy of the map at the top of the next page.

ACTIVITY 11, Continued

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2. Explore route possibilities. Keep in mind that the most direct route is usually the best choice.

3. When you decide on the best route, begin writing instructions on a piece of scratch paper. Try to begin with a general instruction, and then give specific details.

4. After you have completed your instructions, test them yourself. Are the instructions as brief as possible? Are they absolutely clear?

5. Rewrite any confusing parts.

6. When you are satisfied with your instructions, copy them in the space labeled Travel Instructions on the next page. Be certain your handwriting is legible — remember, someone else will be reading your instructions.

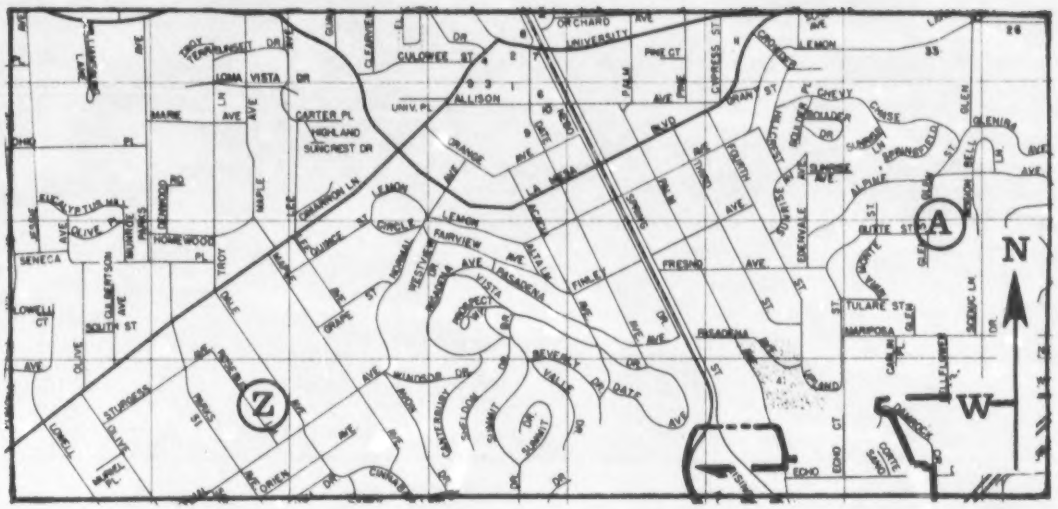
7. Give the map and written instructions to your Activity 10 partner with these additional oral instructions. Ask your partner to:
   a. Follow the instructions exactly by tracing the route on the map with a pencil.
   b. Complete the evaluation section.
   c. Return the Working Paper to you.

8. Carefully review the evaluation of your instructions. What did you learn from this activity about your ability to give instructions?

NEXT: MORE HELPFUL HINTS on page 19 in the Instruction Unit.

ACTIVITY 11, Continued

Travel Instructions and Evaluation

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Travel Instructions:

Evaluation of Instructions by: _____

1. Circle the word that most clearly describes the travel instructions.
   illegible confusing fair satisfactory good excellent

2. What did you find particularly helpful about the instructions?

3. What changes would make the instructions more accurate or easier to follow?

## ACTIVITY 12

This is your chance to prove you are an instructions expert!